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AUTHOR Molina, John C.; Ridge, Elton W.
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ABSTRACT

This document consists of two statements, one made by John Molina, Director of the Office of Bilingual Education, and the other by Elton W. Ridge, Project Manager of the Lau-Bilingual programs. The statement by Molina discusses the scope and the goals of ESEA Title VII programs and what has been accomplished. Statistics are presented on the number and types of various bilingual programs - teacher training; state aid; and material development, assessment/dissemination, and training/resource centers. The administration of Title VII bilingual programs is briefly discussed, as are the development of a National Clearinghouse on Bilingual Education and plans for four model demonstration bilingual programs. The statement by Ridge discusses the Bilingual Setaside of Title VII, ESAA (Emergency School Aid Act). The general purpose of these grants is to provide financial assistance to meet the special needs incident to the elimination of minority segregation and discrimination among students and faculty in elementary and secondary schools and to encourage the voluntary elimination, reduction, or prevention of minority group isolation. The administration of these grants is described briefly, and some statistics are given on awards in FY75, 76 and 77. (CFM)

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[Statements before the Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, U. S. House of Representatives,] Tuesday, June 7, 1977

by

John C. Molina

by

Elton W. Ridge

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FOR RELEASE UPON DELIVERY

Statement by
Dr. John C. Molina
Director
Office of Bilingual Education
U.S. Office of Education
Department of Health, Education, and Welfare
Before the
Subcommittee on Elementary, Secondary, and Vocational Education
Committee on Education and Labor
U.S. House of Representatives
Tuesday, June 7, 1977
9:30 a.m.

Dr. Molina is accompanied by:

Linda Chavez, Special Assistant to the Deputy Assistant Secretary for Legislation (Education), HEW

Albert L. Alford, Assistant Commissioner for Legislation, U.S. Office Education, HEW

FL008702

Mr. Chairman

I am pleased to appear before your Subcommittee today to discuss the Bilingual Education Act.

The U.S. Office of Education is completing its eighth year of funding support for bilingual education under Title VII of the Elementary and Secondary Education Act of 1965 as amended under P.L. 93-380 in 1974. Grants and assistance contracts totaling nearly $115 million will have been awarded by September 30, 1977, to local school districts, institutions of higher education and State education agencies.

The Title VII Federal dollar will be in more than 500 local education agencies seeking to improve in 68 languages the educational opportunities and to expand educational access for more than 300,000 children of non or limited English-speaking ability.

In postsecondary bilingual education programs, 100 institutions of higher education will offer teacher training and retraining programs to an estimated 25,000 classroom teachers and teacher aides. At the graduate level, the fellowship program will offer Masters and Doctoral degree programs in 42 institutions of higher education reaching more than 500 degree candidates. These programs are building a growing segment of teachers skilled in providing instruction to teachers in the undergraduate bilingual education programs to accelerate the teacher training and retraining capacity of the education schools of our colleges and universities.

To develop a more effective coordinating relationship between the Federal Government and State education agencies, 43 State agencies will receive assistance contract money to carry out bilingual education coordinating services within the State. Title VII bilingual education grants and programs are now found in 47 of our States and territories.

As a means of insuring a growing and adequate supply of relevant and quality instructional materials, 15 Material Development Centers and 3

Assessment/Dissemination Centers have been funded to support and meet the needs of rapidly increasing bilingual education programs. A technical assistance program has been set up to enable the private educational publishing and materials industry to provide assistance and guidance in the development and dissemination of bilingual materials. Closely associated with these centers are 15 training/resource centers responsible for providing technical assistance to local education agencies setting up bilingual education programs. Such assistance takes various forms such as; curriculum development, teacher workshops, community information programs, and assistance to school administrators and boards of education.

Title VII bilingual programs are administered on a national competitive basis through a review process involving outside readers selected on a national format. Since the program is discretionary, the administration and grant awards are made without reference to regional or national matrix in allocation. The Office of Bilingual Education, under its legislation, carries out the responsibilities of the U.S. Commissioner of Education for administration of bilingual education programs.

The Office of Education in response to the amendments of P.L. 93-380 has concluded an agreement with the National Institute of Education for joint development and administration of a National Clearinghouse on Bilingual Education as mandated by those amendments. This clearinghouse is scheduled for installation and operation during fiscal year 1978.

Four model demonstration bilingual programs under a contract by the Office of Program Planning and Budget will be placed in 16 local education sites for testing during FY 1978. This will provide an opportunity for the

Title VII office to determine the effectiveness of these model demonstration programs during the next three years. Future wider dissemination would be dependent upon the results of this test.

The past seven years of Federal bilingual education has surfaced the impact of bilingual education on the educational opportunities of a large linguistic minority. The underlying philosophy of this legislation holds that children with limited English-speaking ability can be guided from the "known to the unknown." It brings into focus the proposition that bilingual education is not viewed as a compensatory effort, but rather as an educational strategy.

This process fully brings into context the mission of the U.S. Office of Education which, simply stated, is the establishment of equal educational opportunity and expanded access for those individuals who enter school from environments where a language other than English is spoken and who for that reason cannot receive instruction in English without difficulty. This mission, as a result of P.L. 93-380, sets forth two major goals of bilingual education. The first of these is to provide grants to local educational agencies to develop and carry out "new and imaginative" elementary and secondary school programs designed to meet the special educational needs of children of limited English-speaking ability. Secondly, the mission includes providing financial assistance to enable local educational agencies to establish programs which "demonstrate" effective ways of providing instruction for children of limited English-speaking ability.

The scope of the Title VII programs, as now administered, responds to both the substantive elements of the original legislation and the amended

legislation. If we are to establish exemplary programs we must continue to concentrate on developing, testing, and disseminating effective instructional materials. We must also concentrate on training and retraining additional teachers and teacher aides. The elements for responding to existing identified needs for a productive national bilingual education policy and program are now present.

FOR RELEASE UPON DELIVERY

Statement by
Mr. Elton W. Ridge
Project Manager, Lau-Bilingual Programs
Equal Eduational Opportunity Programs
Bureau of Elementary and Secondary Education
U.S. Office of Education
Department of Health, Education, and Welfare
Before the
Subcommittee on Elementary, Secondary, and Vocational Education
Committee on Education and Labor
U.S. House of Representatives
Washington, D.C.
Tuesday, June 7, 1977
9:30 a.m.

Mr. Ridge is accompanied by:

Mr. Albert Macias, Zone Chief, Equal Educational Opportunity Programs, Bureau of Elementary and Secondary Education, U.S. Office of Education, HEW

Linda Chavez, Special Assistant to the Deputy Assistant Secretary for Legislation (Education), HEW

Albert L. Alford, Assistant Commissioner for Legislation, U.S. Office of Education, HEW

Mr. Chairman and Members of the Subcommittee:

I am pleased to appear before this Subcommittee to discuss the Bilingual Setaside of Title VII, ESAA - The Emergency School Aid Act.

The Supreme Court in Lau v. Nichols affirmed the responsibility of local education agencies to comply with Title VI of the 1964 Civil Rights Act and HEW regulations issued in connection with the law. These regulations require that school districts take appropriate action to rectify the language deficiencies of children of limited or non-English speaking ability in such a fashion that they may enjoy equal access to the educational opportunities provided to all other students by the school system. The Court made clear that it is the responsibility of LEAs to fashion the appropriate remedy. The Federal responsibility is to insure under Title VI CRA that such programs are developed and implemented.

Lau v. Nichols stated on January 21, 1974: "The failure of San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English denies them a meaningful opportunity to participate in the public educational program and thus violates the CRA of 1964, which bans discrimination based "on grounds of race, color, or national origin in any program or activity receiving Federal financial assistance.

The ESAA bilingual fund setaside is statutory (Sec. 708(c)1

P.L. 92-318). Four percent ($8,600,000 for FY '77) of the total ESAA appropriation is available. The general purpose of these grants, as with other ESAA projects, is to provide financial assistance to meet the special needs incident to the elimination of minority segregation and discrimination among students and faculty in elementary and secondary schools and to encourage the voluntary elimination, reduction, or prevention of minority group isolation. The specific purposes of ESAA bilingual grants are to enable local education agencies undergoing desegregation to help provide equal educational opportunity to children with language and cultural differences; for the purpose of developing or implementing bilingual/bicultural curricula to improve the reading, writing, and speaking skills of minority group children from environments in which English is not the dominant language; for training of teachers and other ancillary educational personnel; and to enhance mutual interracial and interethnic understanding. To qualify for a bilingual grant under ESAA an LEA has to be implementing an eligible desegregation or minority isolation plan to meet the requirements for a basic grant. Bilingual grants may also be awarded to non profit organizations to develop bilingual/bicultural curricula at the request of an eligible LEA.

All 50 States are eligible to compete for ESAA bilingual grants. There is no State apportionment. Applicants compete

on a national basis. Applications are reviewed, scored, and awards are granted to applications receiving the highest scores. from the top down until available funds are exhausted. Each application is evaluated according to specific criteria by Office of Education staff and non-federal review panels with special expertise in Bilingual educational programs and school desegregation. Applicants for bilingual grants are also eligible to participate in the subsequent resubmission process during which low scoring applications can be revised and resubmitted for second cycle competition.

A three year comparison of ESAA bilingual grants follows:

FISCAL YEAR	No. Of AWARDS	AVERAGE AWARD	TOTAL STATES SERVED
75	34	$ 266,235	8
76	32	285,889	8
77	13*		

*13 projects have been funded to date; 59 projects are eligible for resubmit cycle. Completion prior to July 1.